

| Timestamp           | Scenario | NET Standard (Number) | Subnet (Letter) | NET Standard (Number) | Subnet (Letter) | Other NETS addressed   | SMARTGoal I   | SMARTGoal II  | SMARTGoal III   | Tools for meeting PD Goals   |
|---------------------|----------|-----------------------|-----------------|-----------------------|-----------------|--|---|---|---|--|
| 10/15/2009 11:17:44 | HISTORY  | 2 d                   |                 |                       | d               | 1D model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments       | The technology facilitator and Mr. Beard will be able to move questions from an Office document to a google form.   | The technology facilitator and Mr. Beard will create a google doc that links to his form and includes links to the historic places to be visited.   | The technology facilitator and Mr. Beard will create a presentation to link with his google form.   | <a href="http://docs.google.com/View?id=dfxd8nfw_7g2xgf4g4">http://docs.google.com/View?id=dfxd8nfw_7g2xgf4g4</a><br>Google Doc directions<br>National Archives - <a href="http://www.archives.gov/">http://www.archives.gov/</a><br>Capitol Building - <a href="http://www.visitthecapitol.gov/">http://www.visitthecapitol.gov/</a><br>Smithsonian Museum - <a href="http://www.mnh.si.edu/panoramas/">http://www.mnh.si.edu/panoramas/</a>  |
| 10/15/2009 11:28:30 | HISTORY  | 3 3b                  |                 |                       | 5 5b            | Access Smithsonian virtual tour with U.S. History students analyzing the political freedoms available for minority groups and ethnic groups prior to 1820. |   | Design relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity through virtual tours of the Capital Building.   | The tech facilitator will collaborate with Mr. Avett to evaluate the results from the data collected in order to make appropriate instructional decisions such as reteaching, enriching, and retesting. | <a href="http://docs.google.com/View?id=dfxd8nfw_7g2xgf4">http://docs.google.com/View?id=dfxd8nfw_7g2xgf4</a><br>Google Doc directions<br>wikispaces.com<br>sas curriculum pathways<br><a href="http://rubistar.4teachers.org">http://rubistar.4teachers.org</a><br><a href="http://www.oslss.org/orig-steps/resources/cm/mlacitationss">http://www.oslss.org/orig-steps/resources/cm/mlacitationss</a><br><a href="http://www.wikispaces.com">www.wikispaces.com</a>  |
| 10/15/2009 11:29:02 | MATH     | 2 a                   |                 |                       | 2 d             |  | The tech facilitator will work with Mr. Avett to set up a Google account.   | The tech facilitator will collaborate with Mr. Avett to create a Google Doc that links to his Google account which includes links in his content area.  |   |  |
| 10/15/2009 11:30:01 | SCIENCE  | 3 b                   |                 |                       | 4 b             |  | The teacher will create a wiki with virtual labs for the students to view.  | The teacher will have 3 virtual labs embedded for the students to view.   | The teacher will create a rubric to grade labs.   |  |
| 10/15/2009 11:30:03 | ENGLISH  | 4 a                   |                 |                       | 4 c             | 3b,3c- Day 9.  | Teacher will be able to demonstrate the use of citation maker & citation tool in Microsoft Office 2007. The finish product would be a bibliography.-Day 2<br>Teacher will learn to use Google docs to design activities to foster collaboration among students within her 1:1 classroom. At completion, teacher will have created a Google form, Google spreadsheet, and a Google document. | Teacher will be able to demonstrate the use of review and comment in Microsoft 2007 for student use in peer editing. Day 9.   | The teacher will become familiar with a wikia tool for use of student in peer editing.  | Microsoft Word 2007  |
| 10/15/2009 11:31:20 | SCIENCE  | 2 c                   |                 |                       | 1 c             |  |   | Within the workshop, teacher will learn how to use online applications(vozMe, Auto Summarize in Word, Google Translate, etc.) to differentiate learning for various reading levels.   | Teacher will effectively use advanced search functions within Google and Discovery Education, to find at least 3 free, online, and appropriate virtual science labs for her students to complete.       | SAS Curriculum Pathways, Google docs, Google translate, vozMe, Google Advanced Search, Discovery Education, Microsoft Office Suite<br>Computers on a 1:1 basis<br>Programs<br>Internet Access/Connectivity<br>Projector System<br>Wireless Connection<br>Content Filter<br>Site Licenses for software<br>Student Accounts<br>Password protected parent/student portals<br>Access to PD videos<br><a href="http://docs.google.com/View?id=dfxd8nfw_7g2xgf4">http://docs.google.com/View?id=dfxd8nfw_7g2xgf4</a> |
| 10/15/2009 11:33:19 | MATH     | 1 b                   |                 |                       | 1 d             | 1b<br>2c<br>4a<br>4b<br>5a<br>5b<br>5c   | Teacher will develop a timeline of implementation of a variety of digital tools into instruction to move to a paperless classroom when appropriate that scaffolds upon each step over a period of 6 weeks.  | Teacher will develop and create classroom programs and processes to distribute and collect all student work paperless when appropriate.<br>One for surveys<br>One for distributing documents<br>One for presentations   | Teacher will model for students a paperless environment when applicable within his classroom by the end of the first 9 weeks.   | Google Doc directions<br>Math Textbook Publisher Software  |
| 10/15/2009 11:37:01 | MATH     | 2 a                   |                 |                       | 2 d             |  | The tech facilitator will work with Mr. Avett to set up a Google account.   | The tech facilitator will collaborate with Mr. Avett to create a Google Doc that links to his Google account which includes links in his content area.<br>Create Power Point with Acts Embedded, have students answer questions through a Google Form regarding the reading, watch an embeded You Tube/United Streaming video, Compare and contrast through Google Docs. Have students reenact and record the acts. | The tech facilitator will collaborate with Mr. Avett to evaluate the results from the data collected in order to make appropriate instructional decisions such as reteaching, enriching, and retesting. | <a href="http://www.youtube.com/watch?v=eRqUE6HTEA">http://www.youtube.com/watch?v=eRqUE6HTEA</a><br><a href="http://www.quia.com">www.quia.com</a>  |
| 10/15/2009 11:44:07 | ENGLISH  | 1 A                   |                 |                       | 1 C             | 2A, 2C, 4A   | PD with English Department will be done on proper research strategies, citing resources, tools and resources for students to use. This will be done in 3 separate 1 hour sessions during their planning time.   | - Show how to effectively find the videos they want<br>- How to embed the videos into Power Point/Presentation<br>- Making the teachers aware of the available resources.<br>Using Flip Cams to record the students acts.   | *   | TICA Phases, Google Docs, United Streaming/You Tube, Flip Camera, Presentations.   |